

THE NEWS LETTER

OF THE COLLEGE ENGLISH ASSOCIATION

PERIODICAL DEPT.

IV, Extra

UNION COLLEGE : SCHENECTADY, N. Y.

September, 1942

ing All Members

Personal Letter From
Secretary

In the few preceding years of its existence, the first autumn issue of "News Letter" has appeared on October 10th, and the volume ended with December. This year a great number of our members have been teaching throughout the summer in English classrooms and some effort has been made to "plant" the subject matter so that it may fit into a program of the courses. Many letters have been received by your Secretary during these experiments, enough to fill the pages of the October issue and overflowing. Hence this summer extra, which would have been in your hands at an earlier date were it not for the fact that your Secretary has been conducting such a course, and also circumstances have made a large number of printers desirable.

Please note that our publication is again Schenectady, and your Secretary at once by word if confusion attending change results in errors of name or mailing.

Personally, members may be sure with the correspondence of the Association. Use of it professional correspondence to widen the acquaintance of name, so ask the Secretary for new.

At this time of national emergency it is likely that societies having direct relationship to war may suffer in membership, forego all activities for the duration of the war, but we have assured by our national leadership that English teaching is essential at this time. We must have diminished enthusiasm for it, which will come only with conviction that such teaching is necessary. We must struggle to maintain a state of mind in which every teacher may find himself, engaged to be taking direct part in the struggle, and feels humility because he is, as he believes, too far from the firing line. Do not let our Association become moribund at such a time as this. Make a special effort to fill the formal publication with short, stimulating comments, and active criticisms of tradition—procedure, helpful suggestions from members.

Following the action of MLA, all hold our annual meeting in New York city in December. A new program will appear in the next issue. Obviously, attendance will be more than ever limited to members in the local area, but recall that our constitution provides a unique provision for democratic control. Any group of members meeting either as a regional

(Continued on Page 4)

Here and There The Impact of the Defense Effort Upon College English Courses

Although we have "accelerated" our program to the extent of offering three semesters of work a year, there has been no notable change in our offerings in English. Our enrollment has kept up, even increased six per cent, and the prospects for the fall are as good or better than they were last year.

A sister institution has enlarged its courses in business English, but that does not strike me as the thing to do. Rather let me point out what has happened in wartime Dallas: 1) Businessmen have virtually withdrawn subsidy from the Symphony Orchestra. 2) The city government has halved appropriations for the Museum of Fine Arts and the Dallas Historical Society. 3) The Dallas Little Theatre has obtained a modicum of support only by promising to produce shows primarily for the entertainment of soldiers in nearby cantonments and only incidentally for the drama-loving public of Dallas. This amounts to almost a total rout of culture in a typically American city. Isn't it clear that our task is to hew to the line we have pursued in the past, but with more vividness and zeal? Our people need to be reminded that there is writing in the United States besides that represented by cheap magazines and Sunday supplements. English and American literature constitutes in its liberal tradition something worth upholding. But it must be related to the students' everyday needs. Too long have the humanities, by talking about the sources of Chaucer, et cetera, given the student the notion that literature has only a decorative place in his life.

Ernest E. Leisy,
Southern Methodist Univ.

From our experience in a municipal college, we should agree heartily with Miss Rilla's evident opinion in the May number of the News Letter that teaching the meaning of the English language must be an important part of our defense effort. We are challenged by a growing number of refugees who have an unusual cultural background, come in with advanced standing, but are unable to use English effectively. Increasing emphasis, however, on technical training of our native students in the writing of clear and correct English seems to be necessary.

In our surveys of English and American literature we are seeking to make clearer present issues by an intensive study of masterpieces reflecting the democratic ideals which we are fighting to preserve. A new lecture course is being offered next year which has been

planned by representatives of the Departments of Philosophy and of Modern Languages. It is called "The Literary Heritage of Western Civilization", begins with the Old Testament, continues to the present time, and aims to orient the ideas in philosophy and literature which have become a permanent part of our tradition. Such a background we feel is needed in the preparation of students for adjustments which must come after the war.

Mary A. Wyman,
Hunter College of the
City of New York.

At the University of Pennsylvania we have instituted an undergraduate curriculum in which the undergraduate student may choose as his Major Subject "American Civilization". In this curriculum the concentration of subject is designated in the fields of American literature, American history and politics and government. This curriculum seems to offer an attractive program for the student interested both in the humanities and in our national culture, and to afford, as well, an important discipline for men contemplating various forms of public life.

You probably are aware that for a number of years we have offered in the Graduate School the M.A. and the Ph.D. in American Civilization. In this graduate curriculum the principal emphasis is upon American literature and American history, although individual variations would be allowed in the cases of students interested in such fields as archaeology, art and language. This has proved a valuable addition to the Graduate School curriculum.

Sculley Bradley,
University of Pennsylvania.

English in Business Practice is not a new course at the San Bernardino Valley Junior College, but the inclusion in the course, as offered in the present "accelerated" curricula, of an examination of official Army and Navy forms for correspondence is a contribution to the training of war industry workers.

Specifically, the course is an attempt to aid in the preparation of several thousand persons who will be employed in a new airplane repair depot now under construction in the junior college district. Trainees must be ready for employment by fall.

For textual material, a manual presenting, in condensed form, re-

(Continued on Page 3)

A Letter to Non-Members

The College English Association is four years old. It has had time to prove that it is something more than the passing impulse of a few nervously active persons fond of leadership surrounded by a group of chronic joiners. Its growth has been slow but steady; and this without any advertising other than the sending of its unpretentious publication to a few college English teachers beyond its own circle. It has no sensational accomplishments to its credit; but it has done effectively some of the things it set out to do.

First, it has brought about a more intimate acquaintance among teachers who share a common task and face common problems. Second, it has provided a medium for the exchange of experiences and friendly gossip and stimulating discussion. Third, it has proved that the machinery of teacher-organization may be simple and economical and thoroughly democratic; that there is no need or excuse for politics in such an organization; and that academic assemblies may be just as effective if all costs are low, if no papers are long, and if discussions are lively.

If you who read this are a non-member because you have decided, after weighing the problem, that you belong to enough organizations already and cannot afford another, whatever its excuse for existence or whatever the cost, then read no further! But if you have never given it a thought, even though you teach English to college undergraduates, please consider our definition and our purposes and join us if you can. We do not seek a long membership roll for its own sake, and should rather avoid unwieldy size, but we want your support and your contribution to discussion.

You are eligible if you teach undergraduate English courses in a recognized college, or have so taught. Eligibility has been extended to junior college teachers by recent vote of our membership. By sending the annual dues of \$2.00 for the coming year to our Treasurer now, you will be at once enrolled as a member, receiving the Oct., Nov., and Dec. "News Letters" free of charge, and be entitled to vote by mail and at the annual meetings. The Treasurer is Professor W. R. Richardson, College of William and Mary, Williamsburg, Va.

For a more complete definition of CEA we reprint on the following page excerpts from addresses by our first and second presidents. Our hopes for the future, expressed by these men who helped to form our association, may be more fully realized if you join us.

—Executive Secretary.

University of Pennsylvania Library

Exchange Bureau

THE NEWS LETTER

Editor

BURGES JOHNSON
Union College, Schenectady, N. Y.
(Editorial Address)

Associate Editor

CORNELL M. DOWLIN
Univ. of Penna., Philadelphia, Pa.

Published Eight Times a Year at
UNION COLLEGE
for the

College English Association

President

HOWARD LOWRY, Princeton Univ.

Vice-President

EDITH MIRRIELES, Stanford Univ.

Vice-President

THEODORE MORRISON, Harvard Univ.

Executive Secretary, Pro Tem

BURGES JOHNSON
Union College, Schenectady, N. Y.

Treasurer

WILLIAM R. RICHARDSON
William and Mary, Williamsburg, Va.

Directors

(term ends in December of year named)
Milton Ellis, Univ. of Maine (1944)
Norman Foerster, Univ. of Iowa (1944)
A. P. Hudson, Univ. of No. Carolina (1944)
G. F. Reynolds, Univ. of Colorado (1944)
Wm. C. DeVane, Yale Univ. (1943)
Elizabeth Manwaring, Wellesley (1943)
W. O. Sypherd, Univ. of Delaware (1943)
R. M. Gay, Simmons College (1942)
Edith Mirrieles, Stanford (1942)
Borges Johnson, Union College (1942)
Membership in the College English Association, including THE NEWS LETTER, \$2.00 a year. Subscription for Libraries, \$1.50.

Editorial

The "News Letter" of the CEA approaches the end of its fourth volume. It continues to be, as its name implies, not a magazine but an informal means of communication between member-teachers who face a common task and common problems.

This present issue is a variation from the routine, and has a double purpose. Through brief letters from members in different parts of the country it hints at the various ways in which English courses have been "slanted" to meet the war-time emergency in the accelerated programs of study in many colleges. And it has invited our friends, the textbook publishers, to describe briefly some of the new books, the tools of our trade, which have been fashioned to meet the needs of such new courses.

The second purpose of this "extra" issue is to invite non-members to join our organization; and for that reason we are reprinting some of the opinions of present and former officers as to our objectives and our justification for existence.

At the request of several members, we are reprinting significant paragraphs from letters written earlier in the year to the CEA by the Secretary of War and the Secretary of the Navy, emphasizing the importance of English teaching in war time.

Many of our members may receive two copies of this "extra" issue of the "News Letter". The effort to avoid such duplication would delay mailing, already delayed too long. If members receiving an extra copy will pass it along to some colleague not already a member, the duplication will be well worth while.

"English" in the Defense Program

Extracts from letters to the CEA from the Secretaries of War and the Navy, reprinted from the May "News Letter."

"Your letter on behalf of the College English Association is a welcome evidence of the intelligent and whole-hearted way in which the educational institutions of the nation are co-operating in our all-out War Effort.

As you suggest, the war-time value of scientific or vocational studies in our schools and colleges is obvious. Competent training in such curricula leads to a variety of immediately useful services under the administration of the Navy Department both in shore stations and on ships at sea.

Much less obvious is the present need in the Navy for competence in the use of the English language. And yet I would go so far as to say that the ability to use clear, concise and forceful English in speech and in writing underlies and reinforces efficiency in any and all branches of the Naval Service.

In the expression of this personal conviction I am sure I utter the considered opinions of both Active and Reserve Officers of the United States Navy now afloat or ashore. Moreover, judging by the many records they have left behind, I also echo the approval of those who have gone on before. In the roster of distinguished names engraved on Navy scrolls of honor occur many of those who have shown themselves to have been masters of English as well as of seamanship. Contrary to a too prevalent misconception, the two excellences are not incompatible.

In view of these considerations I shall be obliged if you will convey to the members of your Association my very hearty endorsement of their mission in the National War Effort and my no less genuine appreciation of their spirit in conceiving and carrying out this valued contribution.

Sincerely yours,
Secretary of the Navy,
(Signed) FRANK KNOX

* * *

"I can appreciate your concern as to the effect of the War Effort upon the courses of study in colleges. In general, what is required is not necessarily a reduction of effort on basic studies, such as English, but rather a vastly increased emphasis on those studies having a special bearing on our War Effort.

In war, as in peace, the ability to report facts and to express ideas clearly is an important attribute of the leader in every field of action. Teachers of English have a very real contribution to make in developing and encouraging that ability.

Sincerely yours,
(Signed) HENRY L. STIMSON
Secretary of War

CEA's First Year

From the address of President Robert M. Gay, December, 1939

When the present College English Association was first projected we had, I think, only a very vague idea of what we were advocating. As I remember our correspondence at the time, our motives were a compound of irritation over our experiences at the great conventions, impatience with the inertia that kept college teachers of English from recognizing their corporate power and importance, and a somewhat hazy conception of what college English is, as compared with high-school and university.

After a year of organization, however, we can look back upon a rapidly growing membership, the publication of three issues of the "News Letter", the founding, in New England, of our first local section, and a numerous correspondence which indicates a national interest in our Association. Moreover (and perhaps I should whisper this) one seems to detect a prevalent searching of soul in the already existing language associations. I think that if we voted to disband today, we should not have existed in vain.

But we can also look forward to our second year, under duly elected officers and directors and a properly ratified constitution. We can hope for a continuation of what has already begun: progressive clarification of our aims and purposes, and—most important of all—the emergence of a new community of spirit in the profession. x x x

Our relations with the Modern Language Association and the National Council also need consideration. There seems no reason why these may not be mutually cordial. A great many of our members already belong to one or both of the older organizations and will continue to do so. But I must register my conviction that the successful future of the CEA lies in avoiding alliances. There are over a thousand teachers of college English in New England alone: there are enough in the entire country to form a great and useful organization. . . . I have little hope that our peculiar aims, purposes, and problems will ever receive adequate consideration at any convention at which we form only a small section of an immensely larger whole. . . . There is no reason why an organization such as ours should ignore high-school and university relations and connections: indeed, one of our major purposes should be to ascertain what these are, to clarify them, and to show wherein the problems of the college impinge upon and overlap those of the lower and upper schools.

It is all the more important that we shall formulate our purposes and procedures now, because many of the so-called reforms in college originate with educational experts who formed their theories in dealing with adolescents. The criticism of college teaching today is not coming from the universities but from the schools of education. Such criticism may be sound; but it is very important that we should be prepared to meet it.

A Reappraisal

From a statement by President William Clyde DeVane, Oct., '40

The College English Association is in some respects a revolutionary organization, and it is perhaps necessary to say against what and for what it revolts. Like many good revolutions it attempts to find its authority in the past, and as I have suggested it finds that sanction in the first meetings of the Modern Language Association. I do not believe that many members of the College English Association are in revolt from scholarship, but a considerable number is in revolt from the kind of blind fact-gathering scholarship which has threatened to overwhelm our good sense. It is probable that the ablest group in the membership of the College English Association is that made up of young men who are eager to apply new critical methods to the teaching of English literature, and to the study of it as well. This group is eager to set up canons and standards of judgment, and is often not a little intolerant of the historical and more pedestrian methods of its elders. Moreover, this group is almost fiercely interested in the problems of making literature a vital subject to its pupils, and is combatively set against the encroachments which have been made upon the study of literature by the Social Sciences. It is conceivable that this group of the College English Association may in time become the Critical Section of the Modern Language Association.

The greater part of the membership of the College English Association is made up of more orthodox teachers from the colleges who are keenly interested in their tasks. They wish to have an association in which they may exchange ideas concerning the methods of classroom instruction, the contents of standard courses, and to develop the practice and the philosophy of their total position. In their groups they discuss such topics as the teaching of composition, both to freshmen and upperclassmen, the higher art of writing, the introductory courses in literature, the contents and methods of survey courses, the advisability of having such courses at all, the English major, in what it should consist, and how its ends may be accomplished. And then, above all, and of interest to the whole Association, are the major questions concerning the significance of literature as an activity of the human mind and the part it should play in a liberal education.

The new organization then is an association for the teachers of English in the colleges of the country in which practical and philosophical questions concerned with their profession may be debated. The Association revolts from the control of English literature by the psychologists, the Social Scientists, and the professional Educators of the Teachers College, and revolts for free untrammelled discussions of the problems which confront its members in the performance of their daily and yearly tasks.

Here and There

(Continued from Page 1)

requirements regarding correspondence as set forth in Army Regulations and in United States Navy Regulations is used. Emphasis is placed on the careful interpretation and following of directions.

T. E. Allison,
San Bernardino Junior College.

We introduced courses in typing and shorthand for potential soldiers, but they are filled almost entirely by girls. A course in conversational Spanish didn't fill.

Frank Prentice Rand,
Massachusetts State College.

The English Department at Southeastern Louisiana College is offering no new courses. It is, however, (1) urging all students to follow an accelerated program in order to complete their work in the shortest possible time, and (2) adapting existing courses to present needs. In one group, for example, it is stressing clear, concise and practical composition. In another it is emphasizing creative writing, lest this art, important in its effect upon the spirit of both writer and reader, be lost in the present emergency. In the American literature course it is devoting more attention to noteworthy expressions of political and intellectual freedom and democracy. In other literature it is more than ever presenting inspirational and human values and making comparative studies.

Sincerely yours,
D. Vickers.

This college is giving this summer in its "accelerated program" a course in American Literature studied in its relation to American life and ideals. This is a modification of the course heretofore given, which considered the literature as literature only. The war brought to a head a charge that the department has been debating in a desultory way for a year or two. We shall continue to treat the subject from the new point of view.

In the freshman readings and in the sophomore "general literature" course, during 1942-1943, as well as in the survey course in English Literature, we expect to make something of a "tie-up" similar to that in American literature.

The department is agreed that to "scrap" the courses in English and American literature as such, and to substitute courses in "Democracy", "Democratic Ideals", etc., would be a mistake, and does not expect to do that. What we expect to do we possibly should have done before this time, regardless of the war.

George S. Wills,
Western Maryland College.

We are not making any special adaptation of courses to war conditions, or offering any specialized new ones. Most college English work is highly practical anyway, and as useful in war as in peace. I recall that twenty years ago we were asked by a representative of the War Department to offer a course in military correspondence but that

seems not to have occurred to anyone at this time.

I suppose that the enrollment in purely literary courses will fall off, and that some of them may be dropped in consequence, but I judge that we shall probably make no additions, unless asked to do so by authority, as we were last time.

Edwin M. Hopkins,
The University of Kansas.

On January 2, I started giving a course on "The Influence of War upon Literature," designed to show the differing attitudes toward war as developed in English literature from Anglo-Saxon times to the present. This summer I am repeating the course, this time taking up American literature.

Two other of my courses are not commonly given. Ever since 1925 I have been giving here a course on "The Nobel Prize Winners in Literature". Three or four summers ago the University of California at Los Angeles offered a similar course in summer session. Other than that I have not noted it in any other catalog. I wonder why. It always seems to draw here.

This summer, in connection with the lengthened summer session (two six weeks sessions instead of one) my colleagues are offering new courses as follows:

Dr. B. S. Harrison—Pulitzer Prize Winners in Literature.

A. M. Sargent—Trends in Best Sellers.

Dr. Caroline Mattingly—History and Literature.

L. E. Nelson,
University of Redlands.

In a course entitled "Democracy and American Literature", offered at the summer session at Montana State University, the endeavor is, first, to discover and think about ideas basic to American democratic society as revealed primarily in the literary men of the country; secondly, the modifications those ideas have undergone; thirdly, the way novelists, dramatists, essayists, and poets have found democracy working; and, lastly, the criticisms that have been leveled against it, the rival theories of society that have been set up, and the result of their impact on American literature. The method, in reading and in class talk, is exploratory; the class charts its findings. During the first month, in looking at Paine and Jefferson, Crèvecoeur and de Tocqueville, Cooper, Webster, Emerson, Whitman, basic conceptions such as the dignity of man, his perfectibility, his rights, equality, liberty, the right of a people to change their form of government, consent of the governed, have been charted. As rich fields lie ahead.

H. G. Merriam,
Montana State University.

At the University of Vermont a new course in English has been introduced for third year pre-medical students in the Summer Quarter arranged to fit the accelerated program for medical students. The Medical College had already asked for a third year of English to supplement the composition-rhetoric course of the freshman year, and

the survey course of the sophomore year. The new course is based on a volume of essays, articles, and stories designed to show the present American scene and American problems. This text is used for three purposes: as training in thoughtful reading, as a basis for themes and essays, and to furnish subjects for oral discussions and reports. The course further includes outside readings from American writers with reports oral and written. The subject matter should broaden the students' conceptions of America, North and South, and increase their understanding of the issues that face the Western World.

W. E. Aiken,
University of Vermont.

We have renovated and revamped the conventional American literature course to better fit the present age of democratic enthusiasm. We call this course the "Appreciation of American Literature". Before a student may elect it, she should have had a preliminary survey of the history of American letters, because little emphasis is placed upon biography or development. The material is presented by types, the first half of the work being devoted to verse and the second half to prose. These types are selected to convince the student—in the hope that she will convince others—that there is a rich storehouse of material from which she can draw for her interpretation and emphasis of the democratic way of life. The tendency in American literature to imitate foreign models is pointed out and the revolt against this is evaluated. In our plan "The American Scholar", Walden, and "Leaves of Grass" are infinitely more important than Bracebridge Hall, Hyperion, and the "Vision of Columbus". In short, the student is exposed to the "Literature of Democracy" in the hope that an indelible impression may be made!

Of course, this idea is not original to Winthrop. It found its inception in the one-time popular course offered by Dr. John C. French of the Johns Hopkins University. The chief innovation is that the choice of selections has been adapted to the demands of the present day.

Paul Mowbray Wheeler,
Winthrop College.

During the past year we offered a course titled Introduction to Literature. This was in addition to the standard Survey of English Literature. The course was organized as three one-semester courses, as follows: 1. Introduction to Fiction; 2. Introduction to Drama; 3. Introduction to Poetry. It was designed for those students who had no desire to specialize in English, but wanted a certain literary background and a realistic approach to their world.

As might be expected, the Introduction to Fiction attracted more students than the other two courses combined. Although the instruction in the Introduction to Fiction was not technical, it was sufficiently detailed to require good reading.

The books in the Fiction course were presented in the following

order: "Ethan Frome"; "The Bridge of San Luis Rey"; "Heart of Darkness"; "Joseph Andrews"; "Madame Bovary"; "The Brothers Karamazov"; "Of Human Bondage"; "Babbitt". Beginning with short fiction such as "Ethan Frome", the students were able to master the story before it mastered them, and thus were readily in possession of the elements of the course. According to the questionnaire, the students found "Of Human Bondage" and "Babbitt" the most rewarding of their study. These eight books were required reading, and others derived from these masterworks were recommended for optional selections.

Robert L. Morris,
University of Arkansas.

The only contribution I can make to the accelerated symposium is a negative one. Our Graduate Committee here and the special University Defense Committee considered and debated at great length the possibility of inaugurating a special Master's degree for the duration of the war which would include a number of courses from different departments that might prove useful in the present emergency. The departments chiefly concerned would have been Sociology, Economics, Business Administration, Hygiene, and Engineering. No thesis or modern language would have been required.

The degree looked good theoretically, but was of such a highly miscellaneous character that it was never established.

Reed Smith,
University of South Carolina.

A new course will be given at Carleton next year to relate our work to the present overwhelming situation of war. The course is called "Literature and the Democratic Tradition"; it is a study of great literature expressing the meaning and spirit of democracy, in its varying conceptions, throughout the world's history. This may sound rather pretentiously inclusive, but "great" and "real" literature is not of course colossal in amount, whatever its "content." (How I hate that word!) The emphasis will not be upon the political or social aspects of democracy, naturally, but upon the manner and form of communication of its interpretation. Imaginative literature will receive attention, and American oratory will not, save for a few notable exceptions.

—Ruth F. Eliot
Carleton College

The October issue of the NEWS LETTER will go to press October first. It invites further paragraphic descriptions of new courses in English designed to "tie in" with the defense program of education; also concise judgments upon any such courses already in operation.

Annual Meeting

Tentative plans for the annual meeting of CEA are as follows:

Monday, Dec. 28, 3 to 5 P. M. Open Meeting and discussion.

Monday, 6 P. M. Business meeting, followed by annual dinner.

Tuesday, 10 A. M. Second open meeting and discussion.

(MLA registration begins Tuesday morning, at the Hotel Astor. CEA plans are still tentative, and will be announced in detail in our Oct. "News Letter.")

Members are invited to submit any late suggestions for the program to Professor Ernest M. Leisy, Southern Methodist Univ., Dallas, Tex., or to Professor Strang Lawson, Colgate Univ., Hamilton, N. Y.

Suggestions as to local plans and arrangements should be submitted to Miss Mary A. Wyman, Hunter College, New York City.

Members, not residents of the metropolitan area, who would enjoy guest privileges at a New York City club during their stay, will please inform the CEA Secretary.

Nominating Committee

President Howard Lowry has appointed the following Nominating Committee of the CEA. This committee will nominate officers and directors for the ensuing year and present its slate at the annual meeting in New York City in December.

Officers to be nominated are a president, two vice-presidents and three directors to fill the terms expiring December 31st. Members who have any nominations to suggest are urged to send them to any member of the committee, keeping in mind the desirability of having many sections of the country represented.

R. W. Spence, DePauw University, Green Castle, Ind., Miriam R. Small, Wells College, Aurora, N.Y., Douglas Bement, University of Washington, Seattle, Wash., Reed Smith, University of So. Carolina, Columbia, S. C., W. E. Aiken, Univ. of Vermont.

Dear Editor:

Even if you print letters without signature you may still refuse this on grounds of sacrilege, lese majeste, treason and incredibility.

What I want to say is: I can't stand Thoreau. I think he is an unmitigated snob. I do not like his style,—a succession of ex cathedra utterances born of innocence plus egotism. I do not like his social theories which amount to this: man may live in a certain way as long as he can count upon the patience and charity of his neighbors.

My colleagues tell me "Walden" is a wonderful book to "teach", and I agree with them. I shall enjoy requiring students to arrive at their own uncowed judgments upon it; and I shall want to give an A to the student who fights his protesting way to the final pages of it.

CEA Member.

English Textbooks To Meet the Wartime Emergency

(Editor's note: The following book-notices are paid advertising, yet since such books are the tools of our trade, their announcement is news of interest to our membership.)

A WAY TO BETTER ENGLISH

Lessons in Writing, Reading, and Thinking. By Edward Foster, English Department, University of Alabama. Published in August, 1942, 347 pages, list price \$2.00. Little, Brown & Co., Boston.

★ ★ ★

Here is a new text for Freshman Composition. It is condensed but comprehensive for short terms. It is a very modern book in form and presentation, based on tested essentials but incorporating the most successful of the new departures: The grammar is sensible . . . Reading techniques are emphasized . . . There is a down-to-earth section on semantics.

OF THE PEOPLE

By Harry R. Warfel, University of Maryland, and Elizabeth W. Manwaring, Wellesley College. 728 pages. Illustrated. \$2.30. Oxford University Press, New York.

★ ★ ★

A closely co-ordinated freshman reading program, with integrated exercises, notes, questions. Presents all forms of writing, including contemporary reviews, radio and movie scripts. "Presents for consideration, with emphasis on the concrete instance, evidence that the American student . . . is not only heir to a great past . . . but the possessor of a rich estate in the present."

FRESHMAN PROSE ANNUAL

Edited by Robert M. Gay, Mody C. Boatright, and George S. Wykoff. 160 pages. Illustrated. 2-column, magazine format. \$1.15; Houghton Mifflin Company.

★ ★ ★

The effect of the war on college life and education, the challenge to democratic institutions by the aggressor states, the basis of a durable peace, are among the new topics which make this book ideal for extensive, stimulating, and provocative reading. The book is a revision of the immensely popular Number One.

READINGS FOR OUR TIMES

By Harold Blodgett and Burges Johnson, both of Union College. 2 vols., 628 and 646 pages. \$2 a volume. Ginn and Company.

★ ★ ★

A distinctive selection of really topnotch literary material for Freshmen: essays, novelettes, short stories, light verse, poetry. It excels all other collections in variety and originality of choice. In content, "Readings For Our Times" is always contemporary. In form, the two volumes, light in weight, are truly serviceable for class use.

THE AMERICAN READER

Edited by Claude M. Simpson and Allan Nevins, with a Foreword and Editorial Advice by Henry Seidel Canby. 884 pages. List price \$2.50. D. C. Heath and Company, 1941.

★ ★ ★

A collection genuinely American in spirit and in content, emphasizing the abiding values of our civilization, as interpreted by writers of recognized literary merit. Essay, biography, poetry, drama, and fiction are included, with excellent editorial and biographical notes and suggested theme topics. For freshman classes or introduction to literature courses.

READING FOR IDEAS

Edited by Thomas P. Harrison jr., University of Texas, and Mildred G. Christian, Sophie Newcomb College. 400 pp., \$1.50. Farrar & Rinehart, 232 Madison Ave., N. Y. City.

★ ★ ★

Forty-three essays, most of them contemporary, which are concerned with fundamental values and thus provide a touchstone for students who are disturbed and perplexed by the events of today.

In Tune With the Times

A FREE MAN'S FORUM

Edited by Edwin R. Clapp and Sidney W. Angleman. 742 pp., \$2.25. Farrar & Rinehart, 232 Madison Ave., N. Y. City.

★ ★ ★

A reader for college freshmen in which contemporary essays showing opposing points of view are directed explicitly at the great issues of our time as they concern American democracy. The selections range through the expository types from the research paper to the imaginative essay, with examples of narrative as well. The unusually full apparatus makes the book easily adaptable to courses in advanced composition.

THE AMERICAN TRADITION

National Characteristics, Past and Present. By L. B. Wright and H. T. Svedenberg jr. 674 pages, \$2.00. F. S. Crofts and Company, 101 Fifth Avenue, New York.

★ ★ ★

Readings which suggest something of the qualities that have given to the United States strength and the elements of greatness. Includes the work of American essayists, biographers, travellers, short story writers, and others.

"A rich selection of the literary and historic materials that are the backbone of our culture—in very stimulating and attractive form."

—Helen C. White, University of Wisconsin.

Calling All Members

(Continued from Page 1)

section of CEA, or coming together for the one occasion, may consider proposals for action by the membership and request that they be balloted upon by mail. Similarly any action taken by those attending the annual meeting may be challenged and submitted to the membership by ballot. It was such a ballot that we changed constitution to admit teachers' Junior Colleges, and decided to our annual meeting, whenever possible, on the day preceding opening date of the MLA program and on the morning of the opening day.

This "News Letter" is being sent to a large number of non-members in the hope that they may be persuaded to join us. Since the CEA was formed, members have agreed that size was not desirable for its own sake. An organization of few hundred members might be the most satisfactory, both effectiveness in action, and for increase of personal and professional acquaintanceship. But to be effective and to carry out the education program that seems so desired we could do with 1000 members; which means that you perform a very real service to the Association by passing this "News Letter" along to some non-member and inviting him to join.

Sincerely,

The Secretary

EXPLORATIONS IN LIVING

A Record of the Democratic Spirit. Edited by Winfield Rogers, Ruby Redinger, Hiram C. Hayden. Vol. I, 350 pp. \$1.40. Vol. II, 431 pp. \$1.60. Complete one-volume set, \$2.75. Briefer Edition, \$1.50. Houghton Mifflin Company.

★ ★ ★

Volume I contains representative documents on the themes of justice and liberty, on the discovery of liberty, and documents illustrative of democracy in action. Volume II continues the contribution of humanistic education, which has ever been one of the strongest sustaining forces of intelligent democracy. An omnibus volume representing the essay, fiction, poetry, and drama.

AMERICA ORGANIZES TO WIN THE WAR

395 pages. \$1.50 list, published by Harcourt, Brace and Company, 1942.

★ ★ ★

Selections by twenty-one leading writers and specialists—eighteen of whom wrote especially for this book—present in simple terms the aims and peace aims of the United States and tell how we propose to achieve them. The content and organization of the book make it useful for use as a text in classes in English and the Social Sciences.

together
consider
e em
at the
imil
attend
be ch
e em
was
ged
cham
to be
ver
ing
oregr
ne M.

ing
nem
be
the
ag
for
on
ight
oth
for
ofen
to be
e p
s to
00 m
you
e to
a "S
men

secret

UNG

noct
field
er,
21
2.1
ol.
\$12
ang

entail
of bu
inc
ill
Val
tion
ich
rent
c d
prom
try,

shad
ome

Ind
of w
low
the
d B
to c
or
m
in
a.